DOCUMENT RESUME

ED 379 622 CS 012 021

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TITLE Buddy Reading: Cross-Age Tutoring in a Multicultural School.
REPORT NO ISBN-0-435-08840-8
PUB DATE 95
NOTE 157p.
AVAILABLE FROM Heinemann, 361 Hanover St., Portsmouth, NH 03801-3912 ($16).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reports - Descriptive (141) -- Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Case Studies; *Classroom Communication; *Cross Age Teaching; Elementary Education; *Multicultural Education; *Peer Teaching; Program Descriptions; Program Implementation; *Reading Programs; Urban Education
IDENTIFIERS Oakland Unified School District CA; *Paired Reading

ABSTRACT

Offering suggestions on setting up and maintaining a cross-age reading program, this book describes teachers' experiences in establishing a cross-age reading program in a multiethnic, multilingual inner-city school in Oakland, California. The book notes that what began as an effort to engage one under-achieving fifth-grade boy evolved into an effective cross-age tutoring program involving first/second-grade students and fifth/sixth-grade students, most of whom were acquiring English as a nonnative language. The book also notes that, as a result of the program, teachers witnessed "compelling growth" among the fifth/sixth-grade students as teachers and learners. Chapters in the book are: (1) "When Are We Doing Buddy Reading?" Buddy Reading in Action; (2) "That's Not How You Spell Breakfast!" Initial Preparation for a Buddy Reading Program; (3) "And When I Make It Ixided We Never Have Problems Together." Maintaining a Buddy Reading Program; (4) "If It Weren't for Buddy Reading I'd Still Be Reading Bad." The Influence of Buddy Reading on the Students; and (5) "I Had No Idea That Manop Could Read So Well Independently." The Influence of Buddy Reading on the Teachers. An appendix lists 267 popular books and magazines for buddy reading. (RS)

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